

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB - 6 AM 11:00 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Rochelle ISD	160-904		
Vendor ID #	ESC Region #		
74-1801899	15		
Mailing address		City	State ZIP Code
PO Box 167		Rochelle	TX 76872

Primary Contact

First name	M.I.	Last name	Title
Dave		Lewis	Superintendent
Telephone #	Email address		FAX #
325-243-5224	dlewis@rochelleisd.net		325-243-5283

Secondary Contact

First name	M.I.	Last name	Title
Matthew		Fields	Principal
Telephone #	Email address		FAX #
325-243-5224	mfields@rochelleisd.net		325-243-5283

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dave		Lewis	Superintendent
Telephone #	Email address		FAX #
325-243-5224	dlewis@rochelleisd.net		325-243-5283

Signature (blue ink preferred)

Date signed

 1/30/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Rochelle School will be served with these funds.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Overview of Home Lending Program Rochelle ISD, a small, rural district, with large percentages of students who have many socio-economic and academic barriers to overcome. These same students also have limited access to technology in the classroom and at home. This project will directly benefit grades K-2 and grades 9-12. Though ALL K-2 & 9th–12th students will participate in the project, students in subgroups such as economically disadvantaged, at-risk, highly mobile, and those with learning disabilities will be tracked throughout the project period to ensure their access to lending equipment at home as well as improvement on state assessments and technology literacy. *The goal of this project is to expand the existing small-scale technology lending program to grades K-2 and increase the number of laptops (devices) available in the 9-12 grade lending program. This will ensure students, including those economically disadvantaged, at-risk, highly-mobile and with disabilities have dedicated access to a personal technology device in an effort to improve academic achievement on the TPRI, English and Science state assessments and proficiency on the Technology TEKS.*

Budget The Technology Team (Team) developed a comprehensive budget in the amount of \$50,000. Laptops will be purchased for the first-time for grades K-2 to use at school and checkout for extended learning at home. Laptops will also be purchased for 9th-12th graders to also use at school and checkout for home use. The laptops will ensure students have on-demand, 24/7 access to online Early Reading, English and Science digital instructional materials that are aligned with TPRI, TEKS and STAAR for 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) engaging in project-based learning; 3) build technology literacy and 4) develop a solid foundation in the core curriculum areas of Early Reading, English and Science in order to reach challenging academic standards. In addition to purchasing laptops, RISD will purchase wireless routers and a data plan so students can use the laptops at home for on-demand, anytime, anywhere extended learning where the students participate in enrichment activities.

Demographics Geographically, Rochelle ISD is located near the center of the state of Texas in the small, rural, unincorporated community of Rochelle. RISD consists of one campus, Rochelle School, a Title 1 Campus, which serves approximately 187 students in grades Prek-12. Ethnically, 78% of the students enrolled are White and 21% are Hispanic. Financially, RISD operates with VERY limited financial resources. A large portion of the school district revenue comes from property taxes and most property in Rochelle is agricultural exempt. As a result, the property value is reduced and fewer tax dollars are collected by the school district. The district also receives limited Instructional Materials Allotment (IMA) and Title II Part D funding and must allocate this money to equipment repairs and upgrades. Few dollars are available for new technology or software purchases **THUS SEVERELY LIMITING STUDENTS' ACCESS TO TECHNOLOGY**. Academically, the students have many challenges to overcome as an overwhelming 52.4% are economically disadvantaged, 41.2% at-risk, 17.7% highly mobile and 15.8% receiving special education services. These subgroups of students are low performers on state assessment tests when you compare their scores to the general population. Furthermore, so many students come from economically disadvantaged homes and as a result not all students have a home computer **OR ACCESS TO ANY SORT OF TECHNOLOGY AT HOME OTHER THAN CELLULAR PHONES**.

Needs Assessment Process Developing this technology lending project involved the Team conducting a comprehensive needs assessment. They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to identify strengths and weakness, pinpoint specific needs and prioritize subject areas and grade levels as well as develop the project goals, activities and budget.

Schedule #5—Program Executive Summary (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 160-904	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>Management Plan This technology lending project has a comprehensive management plan. The <u>Superintendent</u> will have final oversight and decision-making over the program. He will meet with the principal, technology director and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The <u>Campus Principal</u> will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum, resources, and the Internet into the instructional process. The <u>Technology Director</u> will purchase laptops, wireless routers and a data plan. He will ensure all digital instructional materials are accessible at school and through the loaned laptops. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The <u>Business Manager</u> will be responsible for the financial management of the grant and will maintain all financial records according to local and TEA guidelines. The <u>Technology Team</u> (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.</p> <p>Evaluation The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to the RISD lending project.</p> <p>Statutory Requirements This grant application addresses the 1 statutory requirement of how Rochelle will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, Rochelle ISD will use grant funds to purchase laptops to implement the first-ever technology lending program in grades K-2 and expand the lending program in grades 9-12. The laptops will be available during the school day and for check-out for home use to access the Internet and electronic instructional materials so students can have a <u>digital rich online learning format</u> to engage in project-based and personalized learning.</p> <p>TEA Requirements The Rochelle School Lending Program also adheres to the 7 TEA requirements (further noted in bold) specifically, the goal of the project is to advance student-centered learning in a digitally rich environment with priority focused on K-2 and 9-12th grade. The use of laptops and a take home lending program will align with the online curriculum, the technology-driven instruction, and a 21st century classroom management. The students will use the laptops to access core and supplemental curriculum electronic instructional materials. The campus has a robust technology infrastructure in place including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The laptops will come equipped with WiFi and Internet Access so students can have on-demand access while at home. The Technology Director will provide ongoing tech support to both the teachers and students. He will teach them how to use the laptops, will troubleshoot, and keep the devices in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The librarian or classroom teachers will be responsible for checking-out and checking-in the devices. The Technology Director will adhere to district policies to account for the technology. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Rochelle is committed to a technology lending program now and in the future. Through federal, state and local funding, Rochelle ISD will expand the technology lending program into other subject areas and grades.</p> <p>Priorities for Funding This project meets the following priorities for funding: Rochelle School has previously received funding from ONLY the 2014-2016 Technology Lending Program Grant and is therefore eligible to receive <u>5 priority points</u>.</p>	

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 160-904			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,000	\$0	\$3,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$46,950	\$0	\$46,950
Total direct costs:			\$49,950	\$0	\$49,950
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$49,950	\$0	\$49,950
Administrative Cost Calculation					
Enter the total grant amount requested:					\$49,950
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,492
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Internet -- Data plan or home Internet	\$3,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$3,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$3

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 160-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 160-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 160-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	K-2 Laptops with warranty and case for school and home use	30	\$350	\$10,500
2	9-12 Laptops with warranty and case for school and home use	45	\$810	\$36,450
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$46,950

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	46	52%	41.2% of the students are identified as at-risk.
Limited English proficient (LEP)	0	0%	17.7% of the students are highly mobile which exceeds the State mobility rate of 16.2% .
Disciplinary placements	1	0.9%	An overwhelming 15.8% of the students are participating in special education programs, which exceeds the State percentage of just 8.8% in special education programs.
Attendance rate	NA	96.2%	
Annual dropout rate (Gr 9-12)	NA	0%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	11	17	12							15	11	10	14	90

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team (Team) took the lead role in conducting a thorough needs assessment as part of planning for the RISD lending project. They reviewed K-12 student data, the district and campus technology infrastructure and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize subject areas and grade levels. The needs assessment process was also used to develop the project goals, activities and budget. In evaluating K-12 student demographics and student academic performance using the 2016-17 Texas Academic Performance Report from the TEA website, along with Technology Skills data and home Internet Access data, the Team identified glaring discrepancies that exist, such as:

- K-2 & 9th-12th graders have a large percentage of economically disadvantaged, at-risk, highly-mobile students, and students with learning disabilities.
- In grades K-2 there are NO portable technology devices in the classroom or available for checkout.
- An alarming number of K-2 students struggle on the TPRI assessment.
- The number of students enrolled in grades 9-12 has increased.
- 9th –12th graders have low passing rates on English and Biology End of Course (EOC) exams and have low grades in the other science classes.
- Not all of the 9th -12th graders are proficient in the Technology Applications TEKS.
- The largest concentration of students without home Internet is students in grades K-2 & 9th-12th.

In evaluating the professional development, the Team noted that all K-12 teachers have participated in professional development activities through Region 15 ESC that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

In further evaluating 9th –12th grade student assessment data, the Team determined the passing rates in English and Biology are very low in grades 9-12 as only 56%--60% of the students “Met Standards.” Next, the Team researched the current literature and found compelling research stating that high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take.

Though technology is limited in K-2 & 9th--12th grade, the Team determined that a technology lending program exists. The first-ever lending program was established when the district received a 2014-2016 Technology Lending Program Grant and purchased 60 laptops for grades 6-12. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted by the Rochelle ISD Board of Trustees for all of the core courses. Because only 60 laptops are available for 6th –12th grade lending program and with the increased enrollment in grades 9-12 there is a need for additional laptops so all students can take home a laptop. This is important since 52% of the students are economically disadvantaged; 41% are at-risk; an overwhelming 17.7% of students are highly-mobile and 15.8% are receiving special education services.

This grant will only serve the only campus within Rochelle ISD. The campus is Rochelle School and it serves grades Prek-12. For this project, only grades K-2 & 6-9 will be served.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to purchase laptops for the first-ever K-2 lending program.	Technology Lending Program (TLP) grant will provide RISD with the financial resources to address the need to implement the first-ever home-lending program in grades K-2. These laptops will improve students' academic achievement in Early Reading as measured by the TPRI. The laptops will also address the need to improve math and technology literacy skills as measured by assessments.
2.	Need to expand the small-scale laptop lending program in grades 9-12.	TLP funds will address the increased enrollment in grades 9-12. The additional laptops will ensure equitable access of technology in the classroom and at home among the 9-12 th graders who are 52% economically disadvantaged; 41% at-risk; 17% highly mobile and 15.8% special education.
3.	Need for curriculum and instruction to be redesigned to incorporate online instructional materials.	The laptops will access recently adopted Early Reading in grades K-2 and 9-12 th grade English and Science online instructional materials so <ol style="list-style-type: none"> 1) students can reinforce the Reading, English and science skills they learned during the school day; 2) students can engage in project based and enrichment learning activities
4.	Need to implement project-based and enrichment learning activities in grades K-2 & 9-12 in an effort to improve academic achievement as measured by STAAR and EOC assessments	Using TEKS aligned online core and supplemental instructional materials in the areas of reading, English and science along with laptops will improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk, with learning disabilities, and highly mobile) in the core content areas of reading, English and science as measured by benchmark and state assessments.
5.	Need to expand the small-scale lending program in K-2 & 9 th –12 th grade in an effort to improve proficiency on the Technology TEKS.	Laptops combined with TEKS aligned technology-based curriculum will allow for: <ol style="list-style-type: none"> 1) greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; and 2) students' demonstrating proficiency on the Technology Applications TEKS.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Dave Lewis, is a highly-educated and well-qualified leader who brings 19 years of educational experience to the project. He was a classroom teacher for 13 years; a Principal for 5 years; and has served as Superintendent for 1 year. He also possesses a Mid-Management and Superintendent Certificate.
2.	Project Director	Principal, Matthew Fields, brings a wealth of classroom knowledge to the project. He has been a Principal for 1 year and prior to that was a classroom teacher for 10 years. He also served as Department Chair. His experience will be an asset to this project.
3.	Technology Director	Technology Director has served at Rochelle ISD for the past few years. He successfully manages all aspects of the network and supports the teachers and students' use of technology.
4.	Business Manager	Business Manager, Anna Wolf, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Ensure all laptop policies and procedures are in place.	05/01/2018	05/30/2018
		2. Spend 100% of grant funds	05/01/2018	08/30/2019
		3. Provide RISD School Board with grant reports	05/01/2018	08/30/2019
		4. File budget amendments and reports with TEA	05/01/2018	08/30/2019
2.	Laptop Implementation	1. Order 75 student laptops with WiFi capabilities, 3G/4G data plan and wireless routers	05/01/2018	05/30/2018
		2. Student use laptops to access core, supplemental digital instructional materials and the Internet	06/01/2018	08/30/2019
3.	Extended Learning Opportunities	1. Students checkout laptops from teachers for home use to access core and supplemental digital instructional materials and the Internet	06/01/2018	08/30/2019
4.	Evaluation	1. # and % of students who checked out Laptops	06/01/2018	08/30/2019
		2. # and % of economically disadvantaged, at-risk, highly-mobile and students with learning disabilities participating in the lending program	06/01/2018	08/30/2019
		3. # and % of economically disadvantaged students who had access to the Internet at home	06/01/2018	08/30/2019
		4. 1:1 ratio of laptops to students	06/01/2018	08/30/2019
		5. Number and names of courses using digital content	06/01/2018	08/30/2019
5.		6. Titles of digital materials used within courses as part of the technology lending program.	06/01/2018	08/30/2019
		7. # and % of teachers who leveraged electronic instructional materials	06/01/2018	08/30/2019
		8. # and % of participating students who are proficient on the Technology Applications (TEKS)	05/01/2018	08/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 160-904	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The Technology Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the K-2 & 9th–12th grade participants. As part of the evaluation process, the Team will continuously:</p> <ol style="list-style-type: none"> 1) Solicit feedback. 2) Monitor the extent to which activities of the project were implemented as planned. 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements. 4) Monitor and assess the impact of the project activities on all participants. 5) Extent to which the performance targets were met. 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement. <p>All Rochelle ISD/Rochelle School policies and procedures have been initially reviewed and will continue to be reviewed to ensure successful implementation of the K-2 & 9th–12th grade lending project. All can and will be changed based upon the findings of student data. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the RISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. <i>It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at Rochelle School is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged, at-risk, highly-mobile students and students with learning disabilities.</i></p> <p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><u>RISD has successfully coordinated local, state, and federal funds to establish a technology lending program that continues to exist today.</u> Using federal and local funds, a robust technology infrastructure was put in place. Following that, the first-ever lending program was established in 2014 when 60 laptops were purchased for 6th–12th graders to use at school and at home. The district has also used Instructional Materials Allotment funds to put in place online digital materials. <u>Because Rochelle has successfully coordinated and maximized funds in the past, this project will be no different.</u> For this project, the district will build upon the 2014-16 Technology Lending Program grant to expand the lending program. RISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable RISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. RISD has other resources such as technology, district website, computer labs, video conference capabilities, and the campus meets all the accessibility requirements for children and families with special needs. <u>The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations.</u> They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.</p>	

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	Laptops ordered and available for check-out
		2.	Home Internet access available on all laptops
		3.	Online digital core curriculum accessible through laptops
2.	Document budget expenditures -- Financial reports	1.	Spend 100% of grant funds by 08/30/2019
		2.	File timely financial reports with TEA
3.	Evaluate student academic data	1.	Improve performance on TPRI by 10%
		2.	Improve performance on English and science EOC's by 10%
		3.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of Laptops -- Classroom observations; -- Laptop checkout logs;	1.	100% of laptops used daily at school by K-2 & 9th –12th graders
		2.	100% of K-2 & 9th –12th grade students checkout a laptops for home use
		3.	Meet 1:1 student/laptop ratio in K-2 & 9th –12th grade

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the laptops
- 2) Number and percent of economically disadvantaged, at-risk, highly-mobile students and students with learning disabilities participating in the technology lending program
- 4) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level

Rochelle agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Rochelle will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means from time-to-time, policy issues may arise that needs addressing. Possible issues will include but will not be limited to increased class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the present time there is no existing technology equipment available to students in grades K-2. For this reason the district would like to implement the first-ever lending program in grades K-2.

There are 60 laptops for grades 6-12 to share; however, there is increased enrollment in grades 9-12 and as a result, additional laptops are needed for grades 9-12.

Due to the small size of Rochelle the district has limited funding available. The district receives a few thousand dollars each year in combine Instructional Materials Allotment (IMA) funds and Title II Part D funds. Furthermore the district received limited property tax funds. The community of Rochelle is so small there is no grocery store or gas station. Most properties are agriculture properties and have reduced taxes through the ag-exemption laws. With limited funding the district does not have the financial resources to purchase technology devices for home use.

Rochelle ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for Rochelle to purchase enough lending technology for every student who needs dedicated access to a device. Instead Rochelle ISD is using the Technology Lending Program to purchase lending equipment. In the past Rochelle ISD used Title 1 funds to purchase computers for the computer lab.

Though Rochelle is only using Technology Lending Program funds to purchase the lending equipment, it is important to note that Rochelle has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Rochelle can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that this technology lending program is an integral part of each students' own journey to academic success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A goal of this project is to implement the first-ever lending program in grades K-2;

A goals of this project is to expand the small-scale technology lending program that is in place in grades 9-12 in order to responded to the increased enrollment among the 9th-12th graders.

Meetings these two goals ensures students, including economically disadvantaged students and students with disabilities have dedicated access to a personal technology device.

The lending program goal aligns with the Rochelle ISD goal of *fully engaging students in the learning in an effort to improve academic achievement in Early Reading for grades K-2 and English and Science in grades 9-12 and proficiency on the Technology TEKS among the targeted grades.* This project also aligns with the *LEA Technology Plan Template*, which is attached to the grant application.

The RISD lending project specifically aligns with the Rochelle ISD goal of *fully engaging students in the learning in an effort to improve academic achievement in Early Reading, English and Science and proficiency on the Technology TEKS* as the lending project will:

- Create a 21st Century Learning Environment using laptops, online digital instructional materials, electronic whiteboards and access to distance learning opportunities
- Target High-Need Students such as economically disadvantaged, at-risk, highly mobile students, and students with learning disabilities
- Extend Classroom Learning Into the Home for learning opportunities 24 hours a day, 7 days a week; to increase student interest, inquiry, analysis, collaboration, creativity, and content production; to reinforce reading, English and science skills taught during the school day; to provide differentiated instruction as some students will need academic acceleration while other students will need remediation; and to build technology literacy as part of meeting grade-level Technology TEKS
- Integrate Innovative Project-Based Learning using text, graphics, images, sound and video as part of enrichment activities for individual learning, especially for those students with learning disabilities
- Improve Academic Performance using online digital curriculum aligned with State challenging standards as measured by benchmark assessments including the Technology Application TEKS and STAAR assessments.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. This initial assessment was conducted to determine how many students have Internet access at home. From the initial assessment the district determined that 10 students do not have Internet access including dial-up Internet access or DSL and no students is on a school for more than 30-45 minutes. However, a more thorough assessment will be conducted after the grant award.

RISD will offer students a 3G/4G plan for those students who do not have Internet at home. If a student lives in a rural and remote area where 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and either, a dial-up modem, DSL or 3G/4G service while at home.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This RISD lending project was developed to align laptops with the existing technology-based instruction and online Early Reading, English and Science digital curriculum that are in place. The RISD Board of Trustees have adopted online digital curriculum as tools to help students improve academic performance in Reading, English and Science. Through the laptop lending program, the K-2 & 9th–12th graders will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home to:

- Create a 21st century learning environment at home with an immersion of laptops, access to the Internet and online digital instructional materials.
- Offering new and extended-learning opportunities 24 hours a day, 7 days a week.
- Access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

Having a lending programs means that the classroom management policies and procedures also extend to the home. Students will receive instruction on internet safety, privacy & security, relationships & communication, cyberbullying, digital footprint & reputation, self-image & identity, information literacy, and creative credit & copyright. Rochelle ISD has approved a number of policies and procedures that are in place as part of the campus technology lending program. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. If a student uses their mobile device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD has adopted the following digital content to be used for the following grade levels and foundation subject areas:

Kinder	1st Grade	2nd Grade	9 th Grade	10 th Grade	11 th grade	12 th Grade
Study Island	Study Island	Study Island	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science
Accelerated Reader	Accelerated Reader	Accelerated Reader	Study Island math and science	Study Island math and science	Study Island math and science	Study Island math and science

These online resources will be:

- Infused into classroom and home lessons and aligned to TEKS curriculum standards
- Include student assessment strategies that leverage technology components
- Used for teaching and learning across the core curriculum
- Used to support problem based learning in the classroom and at home
- Address need for remediation, acceleration, extended learning and enrichment

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not only is technology in place, but a strong technical support system is in place as well. The participating students will receive infrastructure and technical support from the RISD Technology Director. He will be responsible for providing students with daily assistance on how to use, operate, and troubleshoot the laptop. He will ensure students are able to access online digital instructional materials and the Internet while at school and at home.

The technology director will also support the students' laptops with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of laptops, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD developed a well thought-out and carefully-crafted management plan where the grant will be administered using existing staff and non-grant funds. Specifically, Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time, within-budget and according to fidelity. Campus Principal will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum and resources, and the Internet into the instructional process. Technology Director will purchase laptops, the data plan when the project period begins. He will ensure all digital instructional materials are accessible, and are interoperable with other technology components in the classroom and school. He will manage the local WiFi network, be responsible for accounting for all equipment, keep the equipment in good working condition, and provide the teachers and students with ongoing technical support. Business Manager will be responsible for the financial management of the grant. She will maintain all financial according to local and TEA guidelines.

The check-out and check-in process will operate under the direction of the Technology Director. He will provide the school librarian with the form to document the students' name, the date of the check-out, the serial number of the laptop, and will have a place for the student to sign the form. The librarian will be responsible for assigning a student a laptop using the Laptop Checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the RISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the laptop they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Laptop; 2) Carrying Laptops; and 3) Screen Care for Your Laptop. Laptops that are broken or fail to work properly must be taken to the library. Loaner laptops may be issued to students when they leave their laptop for repair. The Technology Director will collect student laptops at the end of the year for maintenance, cleaning, and software installation.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rochelle ISD has policies and procedures in place to inventory and account for each piece of technology equipment purchased. According to Rochelle ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost.

The accounting of the technology lending equipment will be entered into Rochelle's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency.

Using local funds, Rochelle will add the laptops to the existing TASB insurance. Rochelle understands that grant funds cannot be used to replace lost, stolen or damaged equipment.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: